



Partners for Success  
**Family Support and Resource  
 Center**

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**ODHH 2011 Legislative Wrap Up**

**Captioning of Political Ads** – Senate Bill 22 and House Bill 1000. Would have required all candidates running for the offices of Governor, Lt. Governor, Comptroller, and Attorney General caption their political ads. Neither of these bills made it out of committee.

**Internet Access** - Senate Bill 594 and House Bill 580. Would have required that the Internet website of a business that provides goods and services to anyone in Maryland be accessible to people with disabilities. This means that if a business is posting videos online, those videos would have to be captioned. Senate Bill 594 never made it out of the Judicial Proceedings Committee and House Bill 580 received an unfavorable report from the Health and Government Operations Committee and was withdrawn.

**Permanent Hearing Aid Loan Bank** - Senate Bill 754 and House Bill 1013 establishes a permanent Hearing Aid Loan Bank in the State. The Hearing Aid Loan Bank was created as a bridge between newborn hearing screening and early intervention. It's purpose is to provide infants and toddlers under the age of three years immediate access to hearing aids following confirmation of hearing loss by an audiologist. This bill was passed by the House and the Senate and is awaiting Governor O'Malley's signature to become law.

For more information about the 2011 legislative session, see the 90-Day Report which details the status of all of the bills listed above as well as other legislation of interest. You can view this report at <http://mlis.state.md.us/2011rs/90-day-report/the90dayreport.pdf>

Reprinted from the ODHH Monthly bulletin, May 2011. <http://www.odhh.maryland.gov/>

**Do You Have A Family Story You Can Share?**

Rylin and David Rodgers were shocked at how quickly medical debt changed their lives. "Most people assume that a family like ours, because we have two college-educated parents, would have the resources they need to take care of their family's medical conditions." (excerpt from <http://hdwg.org/catalyst/stories/2>)

Many families of children who are deaf or hard of hearing face financial challenges in getting medical and intervention needs met. It is important that policy makers hear these stories to help them understand the need for adequate insurance coverage and other financing supports so our children can grow up to reach their potential. It is important that other families hear these stories so they know they are not alone.

Do you have an experience you'd like to share? If so, contact Diane Behl from the national Center for Hearing Assessment and Management (NCHAM) at [diane.behl@usu.edu](mailto:diane.behl@usu.edu) or 435-797-1224.

Diane will help you get your story heard.

**2011 National Teacher of the Year**

Congratulations to Michelle Shearer 2011 National Teacher of the Year. Ms. Shearer currently teaches AP Chemistry at Urbana High School in Frederick. Prior to her teaching at Urbana High School, she taught AP Chemistry and AP Calculus at the Maryland School for the Deaf.

One of Ms. Shearer's students wrote "...you have not only shown me how to be the best chemistry student I can be, but also the best person I can be."

Ms. Shearer along with other State Teachers of the Year were honored by President Obama at a ceremony in the Rose Garden of the White House on May 3rd.



Michelle Shearer and former student Rachel Benedict at the White House Ceremony

## Your Child's Third Parent by: Anshua Basnyat, LCPC

So you didn't know that your child has a third parent? Their name collectively is the Teacher. The Teacher is arguably the second most important person in a child's life (parents being first). It makes sense when you consider the amount of time a child spends at school. Having worked in the schools for many years in various roles, I have learned how paramount the Teacher's role is. The Teacher teaches not only the academic subjects and manages every child's unique behaviors, but also teaches pro-social behaviors such as manners, public speaking skills, assertiveness skills, conflict resolution, and the list goes on. My respect for this profession has multiplied exponentially after working in the schools. In fact, I feel we should consider The Teacher as our child's Third Parent and cultivate this relationship accordingly. We know that a positive parent-teacher relationship contributes to our child's school success, so why not do everything we can to nurture this?

The National Association for the Education of Young Children (NAEYC) states: Recent studies show that when families are involved in their children's education in positive ways, the children achieve higher grades and test scores, have better attendance at school, complete more homework, and demonstrate more positive attitudes and behavior. Reports also indicate that families who receive frequent and positive messages from teachers tend to become more involved in their children's education than do parents who do not receive this kind of communication. (<http://www.naeyc.org/families/PT>).

### 10 Ways to Foster a Positive Parent-Teacher Relationship:

- \* Good communication ( via emails, notes, etc.)
- \* Approach the relationship as a collaborative effort
- \* Let your child and teacher develop their own relationship
- \* Reflect on your own relationship with your teacher while growing up and leave any emotional baggage at the door.
- \* Find the right time to communicate with the Teacher
- \* Get to the heart of the matter because the Teacher's time is premium

- \* Attend parent-teacher conferences
- \* Come prepared to parent-teacher conferences
- \* Ask how you can support your child at home
- \* Give the Teacher power in your home.

Please allow me to elaborate on the last point. My son's Teacher has a lot of power in our home and I have told her this. This way our son knows that his Teacher and his parents are on the same page and the Teacher knows your support is there.

Some ways we accomplish this in our home is that his Teacher would let our son know that she will be contacting me for his negative behaviors. Our son gets home and reports this will happen. Sure enough, an email would arrive that same day or the next day explaining the situation. My husband and I address it with our son together and follow-up with his Teacher. At the beginning of the school year we were doing quite a bit of this until we resolved it.

Giving the Teacher power in the home also comes in handy when our son does something inappropriate at home like talk very loudly and I ask him if does that at school. He says "no" and I tell him "good" and that he shouldn't be doing it at home either. This works too, although he may throw in a grunt at times!

When our son wants to sleep in our bed at night for no good reason, I may say: " Hmm, I wonder what Ms. R. would say about a big boy like you wanting to sleep with his parents?" He smiles and doesn't further pursue the matter. I should add that I use this last strategy sparingly so as not to shift the power balance in our home. After all, we are the parents and we do assume most of the responsibility for our kid. I stumbled across this tactic one day, and it works like magic.

Anshua a mother of two children, is currently a stay at home Mom. She has a BA in Psychology, Master's in Clinical Psychology and Post Master's in Counseling. Anshua is the Author of the blog Empowering Parent Everywhere. You can follow her blog at <http://theempoweredparent.blogspot.com>

## AG Bell's School-Age Financial Aid Program

AG Bell's 2011 School-Age Financial Aid Program is currently accepting applications. The program is for students with hearing loss who are in first through twelfth grades and attending a parochial, private or independent (not public) school in a mainstream setting. Awards are intended to help with educational costs such as tuition, room and board, books, equipment, auditory and speech language support services, academic tutoring, transportation, and other school-related expenses. The application deadline is May 26, 2011.

For an application or to learn more visit the AG Bell Website at [www.agbell.org](http://www.agbell.org)



## Family Support & Resource Center Needs Your Input

As this school year is coming to a close, it is time to start planning for next year. The Family Support & Resource Center plans workshops and support groups that are requested by families and professionals. In order to plan for the 2011-2012 school year I need your help.

Please take just a minute to fill out this survey.

### 1. What workshops topics would you like to see covered next year?

- |                                      |   |  |
|--------------------------------------|---|--|
| <input type="checkbox"/> Behavior    | <input type="checkbox"/> Reading          | <input type="checkbox"/> IFSP                        |
| <input type="checkbox"/> ADHD        | <input type="checkbox"/> Parenting issues | <input type="checkbox"/> Transition from High School |
| <input type="checkbox"/> Teens       | <input type="checkbox"/> IEP              | <input type="checkbox"/> Math                        |
| <input type="checkbox"/> Other _____ |   |  |

### 2. What is the best day and time for you to attend a workshop?

Day: \_\_\_\_\_ Time: \_\_\_\_\_

### 3. Have you attended any of the Family Support & Resource Center workshops?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ If no why not? \_\_\_\_\_

### 4. Do you enjoy reading the Family Support & Resource Center Newsletter?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ If no why not? \_\_\_\_\_

### 5. Do you currently receive the newsletter in hard copy or electronically?

Hard Copy: \_\_\_\_\_ Electronically: \_\_\_\_\_

### 6. What topics would you like to see covered in the newsletter?

\_\_\_\_\_  
\_\_\_\_\_

### 7. Are you receiving information directly from the Family Support & Resource Center?

Yes: \_\_\_\_\_ No: \_\_\_\_\_ I don't know: \_\_\_\_\_

Please provide your email address to be added to the FSRC email list \_\_\_\_\_

### 8. How can the Family Support & Resource Center better help you? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please return this survey via fax to (410) 795-0965, or email at [CAD800@aol.com](mailto:CAD800@aol.com)

All responses will be kept confidential.

If you provide your email address it will be added to the Family Support & Resource Center Email List only.

Thank you for taking a few minutes to complete this survey!!!

## Family Support and Resource Center

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PO Box 894  
Columbia MD 21044  
Phone: 410-480-4597 (v/tty)  
Fax: 410-480-4598  
E-mail: partners@msd.edu

A statewide support service for families with children who are Deaf or Hard of Hearing and the professionals who support them



## Stop Car Sickness

Kids often feel queasy on long rides because the inner ear senses movement but the eyes see still objects inside the vehicle. Here's some help from New York City pediatrician, Anatoly Belilovsky to help.

- Offer your child a low-sugar, high-carb snack, like crackers, before leaving. Try water, ginger ale, and sour green apples during the ride.
- Talk to your pediatrician about using an over the counter antihistamine such as Dramamine, which can prevent nausea, before hitting the road.
- Make frequent rest stops and crack the window so your youngster can get fresh air. The wind can also help his mind register speed.
- Sit your child in the middle rear seat so that she can look out the front window and concentrate on objects in the distance.
- Kids prone to getting carsick shouldn't read or watch DVD's. Choose games that require looking ahead, not at other cars (like "I Spy").

Reprinted from Parents Magazine, November 2009

## Maryland Youth Advisory Council Seeking Applicants

The Maryland Youth Advisory Council was established through the state legislature in order to ensure that Maryland youth are given the opportunity to provide feedback and recommendations regarding public policies and programs that affect their future and to take a leadership role in creating meaningful change. The Maryland Advisory Youth Council will be appointed by the Governor, the President of the Senate, the Speaker of the House of Delegates, the Maryland Association of Student Councils, University System of Maryland Student council and the Maryland Higher Education Commission Student Advisory Council. All youth members must be 14 - 22 years of age, serve a one year term (September 1, 2011 until August 31, 2012) and they cannot serve more than two consecutive terms.

The council's purpose and responsibility is to:

- Hold at least 4 meetings a year
- Hold at least one public meeting on issues of importance to youth
- Recommend one legislative proposal
- Provide testimony before legislative bodies on youth issues
- Conduct a public awareness campaign to raise awareness about the Council among Maryland youth
- Provide an annual report to the Governor and the General Assembly.

If your child or you know of a child that would like to be a voice for youth in Maryland, please contact Michael Hawkins at mhawkins@goc.state.md.us or at 410-767-6211. The deadline for applications is July 15, 2011, however they are requesting applicants email their applications as soon as possible.

## Save The Date

**June 22 - 26, 2011**

American Society for Deaf Children 2011 Biennial Conference  
Maryland School for the Deaf - Frederick Campus  
For more information contact Erin Buck  
301-360-2054 or erin.buck@msd.edu

**August 12, 2011**

Maryland Early Hearing Detection & Intervention Conference  
Hearing and Speech Agency  
5900 Metro Drive, Baltimore, MD 21215  
More information coming soon

**September 14, 2011**

Just For Mom's  
7:00 - 8:30 PM

Maryland School for the Deaf - Columbia Campus  
8169 Old Montgomery Road, Ellicott City, MD 21043  
Denton (Main) Building Multi Purpose Room

Don't lose sight of yourself, your goals, dreams, relationships, or career despite the intensive demands of raising a child. This workshop will explain why it is important to find balance in your life and how to do it.

**September 21, 2011**

Manipulative Visual Language  
7:00 - 8:30 PM

Maryland School for the Deaf - Frederick Campus  
400 South Carroll Street, Frederick, MD 21705  
Elementary Building, Room #F108

MVL uses colored shapes to teach the parts of written English. Shapes are used to visually demonstrate common patterns in simple sentence structures.

For more information about any of the workshops listed please contact the Family Support & Resource Center at 443-277-8899 (v/text) or cheri.dowling@msd.edu